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ABSTRACT

A teacher's manual and student booklet for investigating family genealogy is provided for grades 4-8. The teacher's manual lists student objectives, methods for introducing the unit, a parent letter, student tracking chart, materials needed, vocabulary, group activities, a culminating activity, and a list of additional resources. Students will demonstrate knowledge of their own heritage and the cultural diversity within the classroom, make classroom presentations, and indicate pride and respect for their cultural heritages. Group activities include making murals, a class dictionary, collecting items made in other countries, and organizing a tasting party, talk show, and sing-a-long. The student booklet explains purposes of the genealogical study; provides charts for a family tree, family journey, and family holidays and customs; guides for writing letters to relatives, national archives, and county agencies; and suggestions for investigating cultural art, music, and food. (KC)

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# THE CULTURAL EXCHANGE, A CROSS-CULTURAL AND INTERDISCIPLINARY MULTICULTURAL EDUCATION CURRICULUM FOR GRADES 4-8. TRACE YOUR OWN ROOTS. TEACHER MANUAL (and) STUDENT MANUAL.

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by
Mary Nethery

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Humboldt County Office of Education
Eureka, California

TRACE YOUR OWN ROOTS

To forget one's ancestors is
to be a brook without a source,
a tree without a root.

Chinese Proverb

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# TRACE YOUR OWN ROOTS

## TEACHER'S MANUAL


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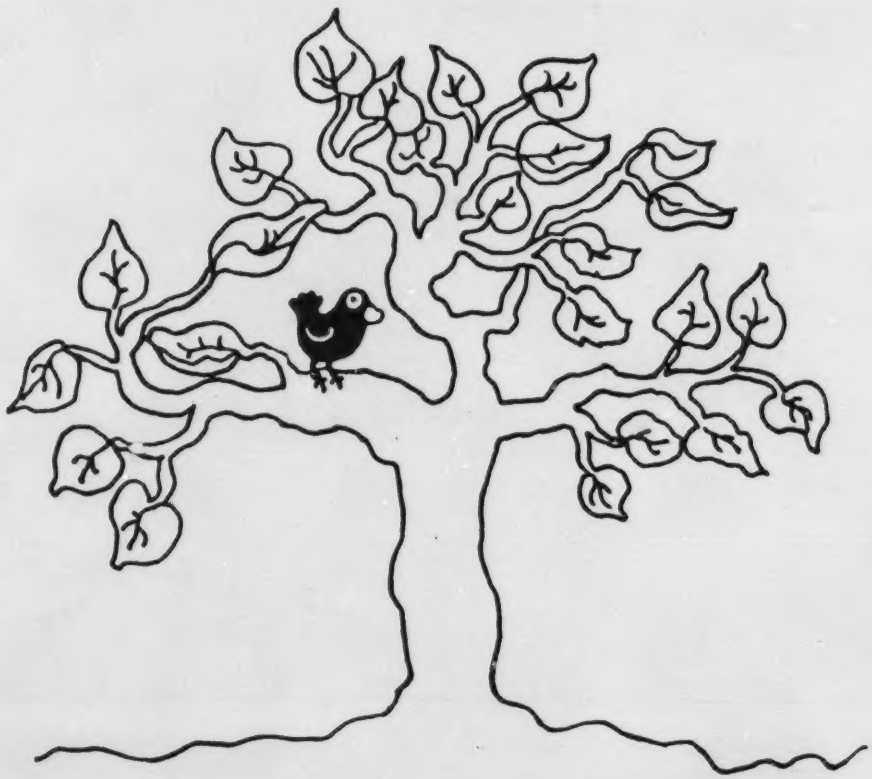

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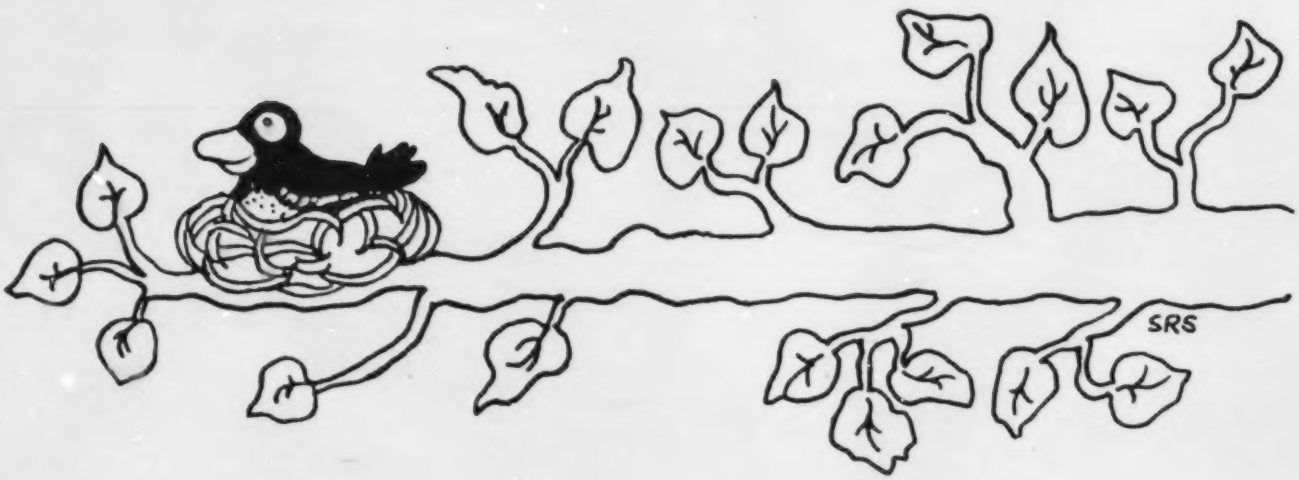
## STUDENT OUTCOMES FOR TRACE YOUR OWN ROOTS




### KNOWLEDGE

1.0 The student will demonstrate knowledge of the main characteristics of his or her own heritage, including family genealogy.

2.0 The student will demonstrate an understanding of the cultural diversity apparent within his or her own classroom.

### SKILLS

3.0 The student will demonstrate the ability to present to others, aspects of his or her cultural heritage.

### ATTITUDES

4.0 The student will indicate feelings of pride and respect for his or her own cultural heritage.

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## CLASSROOM MANAGEMENT HINTS

### How to Introduce "Trace Your Own Roots" to Your Students

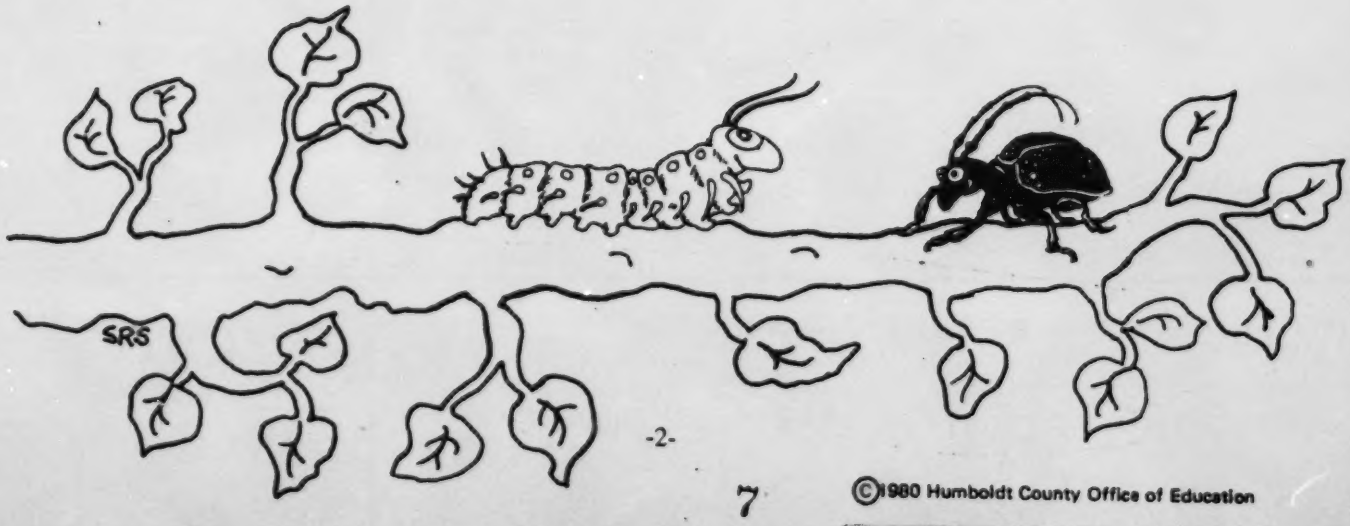
- Introduce the "Trace Your Own Roots" student manual to the students, explaining to them that each student will receive one and will be working independently in the booklet.

- Point out to the students that the manual is divided into two different colored sections. The first section deals with genealogy and the family tree. The second section is in contract form and concerns cultural heritage. In this section the student should choose at least ***one*** activity ***per topic*** (topics are: People, Contributions, Art and Music, Food, Take Your Pick) and check the box next to each activity chosen.

- The contract system will promote student independence, yet allow you the opportunity to speak with the student about the choices made, as well as to track student progress. (See Student Tracking Chart, page 4.)

- Materials needed to complete the curriculum, as well as any equipment new to the students, should be introduced and discussed. Students should be aware of where in the classroom materials can be found.

- IT IS SUGGESTED THAT A GROUP DISCUSSION BE HELD WEEKLY TO DISCUSS PROBLEMS ENCOUNTERED AND TO SHARE KNOWLEDGE DISCOVERED. THIS COULD PROVIDE A VEHICLE FOR EXPANDING STUDENT KNOWLEDGE AND AWARENESS OF THE MANY ETHNOCULTURAL GROUPS REPRESENTED IN THE CLASSROOM.



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## JUST A NOTE

*The following is a suggested letter of introduction to the parents of your students which can be sent before beginning the actual program.*

DEAR PARENTS:

We are about to begin a multicultural study in our classroom called ***"Trace Your Own Roots."*** Each of us will try to seek information about our own roots plus the cultures and heritages of other Americans. This will involve asking questions about our backgrounds and our ancestors. If you feel you would like your child to be guided through such a study please mark the appropriate box and return to school. It should be an interesting study involving aspects and skills in every subject area – research, fine arts, reading, geography, history, art, and language arts.

Sincerely,

. . . . . .

☐ I would like my child to participate in the ***"Trace Your Own Roots"*** program.

☐ I would not like my child to participate in the ***"Trace Your Own Roots"*** program.

_____

*signed*

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| STUDENT NAMES | SECTION: | PEOPLE | | | | | CONTRIBUTIONS | | | | | ART/MUSIC | | | | FOOD | | | TAKE YOUR PICK | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ACTIVITY NO.: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| | COMPLETION DATE: | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | |
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## MATERIALS NEEDED

- ☐ Chalk
- ☐ Crayons
- ☐ Markers
- ☐ Glue, Scissors, Rulers
- ☐ Paints
- ☐ Cassette tape recorder, blank cassettes
- ☐ Small maps of the United States
- ☐ 3" x 5" index cards
- ☐ Filmstrip projector, screen
- ☐ Ethnocultural filmstrips
- ☐ Encyclopedia
- ☐ Butcher paper
- ☐ Writing paper
- ☐ Construction paper
- ☐ PEN PAL ADDRESSES

  - DEAR PEN PAL
    P.O. Box 4054, Dept. UF
    Santa Barbara, California 93103
  - A complete list of Pen Pal addresses can be obtained from UNICEF.

    UNICEF
    331 East 38th Street
    New York, NY 10016
  - Write for an order blank to request pen pals from:

    STUDENT LETTER EXCHANGE
    Waseca, Minnesota 56093

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## VOCABULARY

*The following words may need to be discussed with students before they are given the student booklet.*

**GREAT-GRANDPARENTS:** The grandfather and grandmother of each of your parents are your great-grandparents.

**HERITAGE:** The story of your family, including those members who lived a long time ago is called your family heritage.

**ETHNIC:** The word ethnic refers to a person who is a member of a group of people who share the same language, customs and world view.

**IMMIGRATION:** Moving from one country into another is called immigration.

**ETHNOCULTURAL GROUP:** An ethnocultural group is people who share the same language, traditions and way of life. Some ethnocultural groups are Portuguese-American, Chinese-American, Native American peoples, Mexican-American and Black American.

**NATURALIZATION:** Becoming a citizen of a country that you were not born in is called naturalization.

**GENERATION:** You and your brothers and sisters are one generation, your parents are another generation, and your grandparents are another generation of people in your family.

**CERTIFICATE:** Your birth certificate is a legal document with important information on it.

**TRADITIONS:** Special days, ways of celebrating holidays, special foods, songs and games are some of the traditions that each family has.

**RITUALS:** Special ways of doing things that are repeated on the same occasion every year are called rituals.

**PROBATE:** Probate records may include wills or proofs of inheritance.

**HEIRSHIP:** The fact that you are an heir, or entitled to inherit property, is called heirship.

**NATIONALITY:** Membership in a particular nation determines your nationality.

**DEEDS:** A legal document stating important information about the ownership of pieces of land.

**LIFESTYLES:** The very special way in which you live is called lifestyle. This includes your hobbies, the foods you like to eat, how you spend your time, and what you think is important in your life.

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## GROUP ACTIVITIES

### ACTIVITY 1: MYSTERY ITEM

Have the students bring an object to school that is used by members of their ethnic group, but which is probably not familiar to most of their classmates. It could be an item of clothing, a kitchen utensil, a toy, etc. During group time, have each student introduce his/her item without telling the rest of the class what it is or what it is used for. Allow the class to ask twenty questions about the item. Can they guess its function?

> **After group time, ask each student who brought an item to fill out a 3x5 index card with the name of the object and any other interesting information so that the item may be placed on a classroom display table.*

### ACTIVITY 2: THE MAGIC HAT

Now that everyone in class is searching out their roots, many of the students may be curious about the cultural heritage of their friends. Pass out a 3x5 index card to each student and have them write down a question they might have about a *particular* ethnic group. Collect the questions and place them in a hat! Shake it up and have someone pick out a question for a classmate to answer.

### ACTIVITY 3: LET'S MAKE A MURAL

Organize a class meeting to decide upon an appropriate theme for a paper mural. You might consider ethnic holidays, contributions, special people, etc. Everyone should have an opportunity to contribute their ideas as well as their energies to the mural regardless of artistic talent.

### ACTIVITY 4: CLASS DICTIONARY

Prepare a language experience chart on which students might write words in the languages spoken by their ancestors. You might write a key word on the chart such as "Hello." Students would then find a translation of "Hello" in their ethnic language. They should be able to say it and to spell it before adding it to the chart.

### ACTIVITY 5: MADE IN JAPAN

Ask the students to look around their homes for items made in other countries. Have them bring these items to school and keep a basket or box for them to be stored in. At the end of the week, organize a group discussion around the items in the basket. What can the students discover about the countries these items were made in?

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## ACTIVITY 6: HIGH FINANCE

Bring in the financial page from several large city newspapers for the interest center. After the class has had sufficient opportunity to examine them, organize a group discussion on the topics of currency exchange. Can the students compute how many "lira," "yen," "pesos," "marks," etc., their dollars would be worth?

## ACTIVITY 7: TASTING PARTY

On a selected day, have each student bring to school a prepared dish from his/her ethnocultural group to share with classmates. Have a tasting party that day and afterwards, have each student write down his/her recipe on a ditto master. These can be duplicated and made into a class cookbook for each member. These can also be shared as gifts to the P.T.A., other schools or classrooms, etc.

## ACTIVITY 8: TRAVEL TIME

Place a large map of the world on the classroom bulletin board and a ball of yarn nearby. As the students begin to discover the different countries from which their ancestors came (or different regions of the United States for Native Americans) they can string a piece of yarn from the point of origin to the destination in the United States.

> **Students can also research the flag of their country or tribal symbol. Each student draws and colors his/her own flag. The flags are then added to the bulletin board as a border. Kids love this because they can tell at a glance the cultures represented in their classroom!*

## ACTIVITY 9: TALK SHOW

Choose one person to be the host or hostess for a classroom talk show. The panel could be made up of a group of students studying one particular ethnic group; or a special theme could be selected and students could then be chosen at random. Several students might sit down with the host to help formulate questions to be used during the talk show.

## ACTIVITY 10: SING-A-LONG

Sometimes it's so much fun to sing songs in languages other than your own! Choose a song to learn initially that comes from the cultural heritage of the largest number of students in your class. As you and your class become comfortable singing in this language why not ask students to learn a song from a living grandparent and then teach it to the entire class. Better yet, invite the grandparent to do the teaching!

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## CULMINATING ACTIVITY

After all students have completed their booklets have each student give a short oral presentation on what they found most interesting or valuable concerning their own ***cultural heritage.***

Following the short presentations, lead the students in a final discussion.

SUGGESTED QUESTIONS:

- If you had to choose to put into a time capsule one piece of information that you learned about yourself from this project, what would you pick?
- Did you learn anything about someone else's culture that you liked and plan to use sometime?
- Would you now describe the people in your classroom differently? If so, how?
- If you had to choose between a classroom made up only of people from one ethnic group or a classroom like yours made up of many different peoples, which would you choose? Why?
- After finishing this project, what does the word "American" mean to you? How would you define an "American"?

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## ADDITIONAL RESOURCES

The following resources about ethnic heritage and geneology are available:

### ACTIVITY CARDS

1. My Ancestors Are From Africa. Touch and See, 1974. (T.C.)
2. My Ancestors Are From China. Touch and See, 1975. (T.C.)
3. My Ancestors Are From England, Ireland and Scotland. Touch and See, 1974. (T.C.)
4. My Ancestors Are From Italy. Touch and See, 1975. (T.C.)
5. My Ancestors Are From Japan. Touch and See, 1974. (T.C.)
6. My Ancestors Are From Mexico. Touch and See, 1974. (T.C.)
7. My Ancestors Are From Poland, Hungary and Czechoslovakia. Touch and See, 1976. (T.C.)
8. My Ancestors Are From Scandinavia. Touch and See, 1976. (T.C.)
9. My Ancestors Are From South America. Touch and See, 1976. (T.C.)
10. My Ancestors Are From Southeast Asia. Touch and See, 1976. (T.C.)
11. My Ancestors Are From Spain and Portugal. Touch and See, 1976. (T.C.)
12. My Ancestors Are Jewish. Touch and See, 1975. (T.C.)

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*CONTACT*

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*(707) 445-5411*
*Teacher Center (T.C.) – Extension 287*
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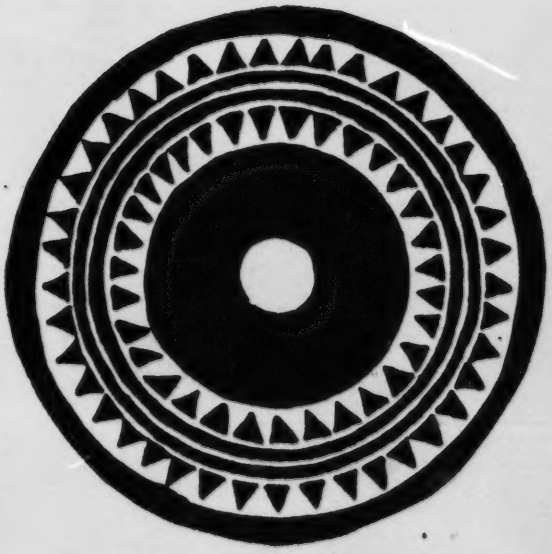
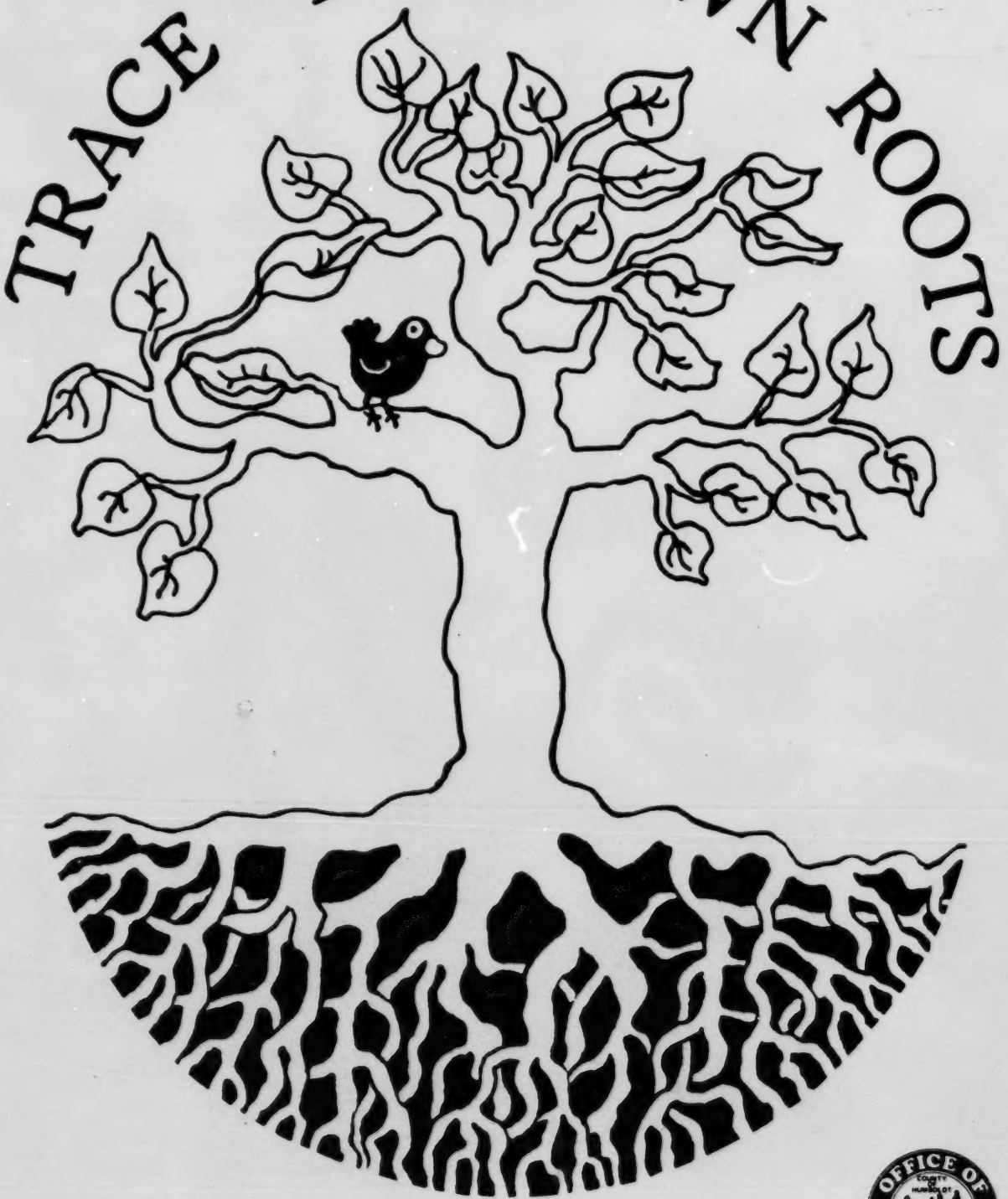
# Your Own Notes



STUDENT MANUAL

# TRACE YOUR OWN ROOTS



*To forget one's ancestors is*
*to be a brook without a source,*
*a tree without a root.*

*Chinese Proverb*

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Bill C. Rich
superintendent

# TRACE YOUR OWN ROOTS

*A student manual for gaining an increased awareness and understanding of the main characteristics of one's own culture*


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# WHY TRACE YOUR ROOTS?

If you stepped into a time machine and went back 100 years in time would you know anything about your ancestors who lived before you?

Who will know anything about you one hundred years into the future?

If you were making a time capsule would you be able to include the full name of one of your **GREAT-GRANDPARENTS?**

Would you be able to include information about how this person has helped to make your life the way it is today?

**********

***NO? Well, then, this booklet was made just for you!***

***Read on and find out why!!!***

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# PURPOSES

This booklet has been made to help you find out about your past. You will learn how to become a **GENEALOGICAL** expert in learning about members of your family. **GENEALOGY** is finding out about the people in your family. Some of these people were born and died before you, and they are called **ANCESTORS**.

If you were to pick one of your great-grandparents and then to trace and record all of his or her children to the present, including yourself, you would be putting together a **GENEALOGY**.

On page 6 you will see a Family Tree. Write down all your findings on the branches.

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This booklet will help you find out the names and birthplaces of your ancestors, and also about your **ETHNIC HERITAGE.** That is to say, that if you go far enough back into the past, you will find ancestors living in Europe, Asia, Africa, or South America. Or, perhaps you'll find that you are descended from a Native American.

Digging for your family history is far more than writing names on a chart. It is discovering and learning about the **CULTURE** of your ancestors, something about how their lives used to be.

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# DIRECTIONS

Your booklet is in two parts. The **FIRST SECTION OF WHITE PAGES** will show you exactly how to search out the details of your family's history. Complete each page as directed.

As the same time, you can work on the **SECOND SECTION OF TAN PAGES** which will help you find out more about the different **LIFESTYLES** of your ancestors. This section is called, **"MY OWN CONTRACT ABOUT MY HERITAGE."** You will learn about the people, food, music, art, heroes and heroines of those cultures. After all, somehow they are all a part of you. You are the main character in a special detective story – and the search for clues will lead you on many interesting trails!

***TRACE YOUR OWN ROOTS!***

***BEGIN!***



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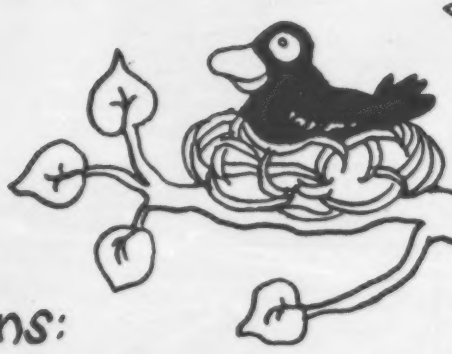
# My Family Tree



Directions:

Write your name on the branch marked 1. Then write all the information you know on your Family Tree. Ask someone in your family to help you.

Now look at what you've filled in! Dissappointed at how many are still blank? Don't worry! You have just finished the first step. You have put down what you <u>know</u>! That will show you what you need to <u>find</u> <u>out</u>.

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Be Sure To use your Mother's and Grand-Mother's maiden names.

Me

1.

Father

2.

Mother

3.

Grandfather

4.

Grandmother

5.

Grandfather

6.

Grandmother

7.

Great Grandparents

8.

9.

10.

11.

12.

13.

14.

15.

Great Grandparents

date .....
place .....
ethnic heritage .....

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# A PICTURE HISTORY OF

*You as a baby*

*Try to find some pictures you like of yourself as a baby, your house, you at school, your purents, any special times in your life, etc.*

# ME

My name is _____

I am _____ (*age*) and in the _____ grade.

My address is _____.

I was born in _____ (*hosp. or home*), _____ (*city*), _____ (*state*).

on _____ (*month*) _____ (*day*) 19 ____ (*yr.*) at _____ _____ a.m. p.m.

I was delivered by _____

Mother's Name: _____

Father's Name: _____

My sisters and brothers are: _____

_____

I speak _____ language(s): _____

_____

*Has anyone in your family ever changed their name?*

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# A FAMILY JOURNEY ON MY MOTHER'S SIDE

The first person(s) to come to this country or, if Native American, this state:

_____
*(names)*

They arrived at _____
*(place)*

on _____ *(date)* date coming from _____ *(town/city)*.

_____
*(country)*

They came by _____
*(boat, horse, plane, etc.)*

because _____
*(reason for coming)*

_____

The journey took _____

(What was it like?) _____

_____

After they arrived, they first lived in:

_____

Other places they lived: _____

Languages they spoke: _____

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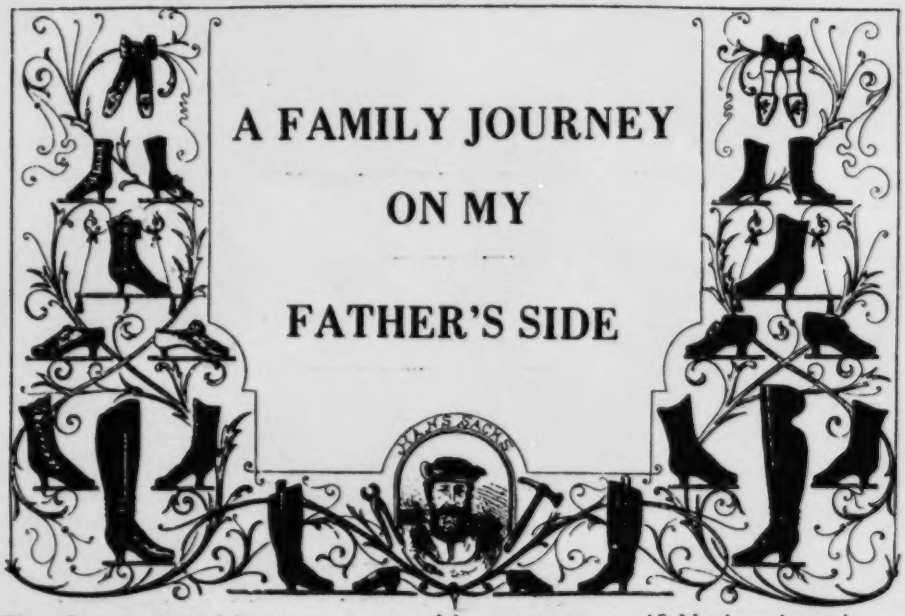


The first person(s) to come to this country or, if Native American, this state:

_____

They arrived at _____
*(place)*

on _____ coming from _____.
*(date)* *(town/city)*

_____
*(country)*

They came by _____
*(boat, horse, plane, etc.)*

because _____
*(reason for coming)*

_____

The journey took _____

(What was it like?) _____

_____

After they arrived, they first lived in: _____

_____

Other places they lived: _____

_____

Languages they spoke: _____

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# MY FAMILY HOLIDAYS AND CUSTOMS

*Does your family celebrate these holidays? If so, how?*

BIRTHDAYS:

WEDDINGS:

ANNIVERSARIES:

NEW YEAR'S:

OTHER:

LIST ANY SONGS, FOODS, OR DANCES THAT ARE YOUR FAMILY FAVORITES:

WHAT SPECIAL CUSTOMS, TRADITIONS, AND RITUALS HAVE BEEN CARRIED DOWN IN YOUR FAMILY?

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# OVER THE HILLS

## TO GRANDMOTHER'S HOUSE WE GO. . .

Your own attic or your grandparents' attic might be the next place to look for clues. Here are some things to look for. Please check ☐ the box if you have found and looked through each one.

**FAMILY BIBLE** ☐

Look for a special GENEALOGY section for names, birthdates, marriages, and deaths.

**BIRTH CERTIFICATES** ☐

These should give you the birthplace, birthdate, the name of each parent.

**LETTERS AND DIARIES** ☐

Read letters and diaries carefully. They may mention names, activities, or locations of your ancestors. Old envelopes can be helpful, too.

**SCRAPBOOKS AND PHOTOGRAPH ALBUMS** ☐

You may find many lovely things in an old family album. Look at each one carefully for clues.

**NEWSPAPER CLIPPINGS** ☐

People usually save news items about themselves. Read each carefully. Also, look at where the paper came from.

**DEATH RECORDS** ☐

A detailed death record can give you more information about names and places than any other document.

***DON'T BE DISCOURAGED!***

*There are many other places to look if you couldn't find any of these – every family has gathered and kept keepsakes. What did your family save? Can it help you?*

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# WRITING TO RELATIVES

Why not write to relatives that live far away who might be able to help you fill out your ancestor chart! Here are some helpful hints:

- Your letter should be neatly written on clean paper.
- Be polite when you ask for their help. It's a good idea, also, to enclose a stamped envelope with your address on it.
- Write your questions clearly and number each one. The person you're writing to will be much happier to answer them if it doesn't look like a "big project" to do so.

On the next page there is a letter form you may use.

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## SAMPLE LETTER

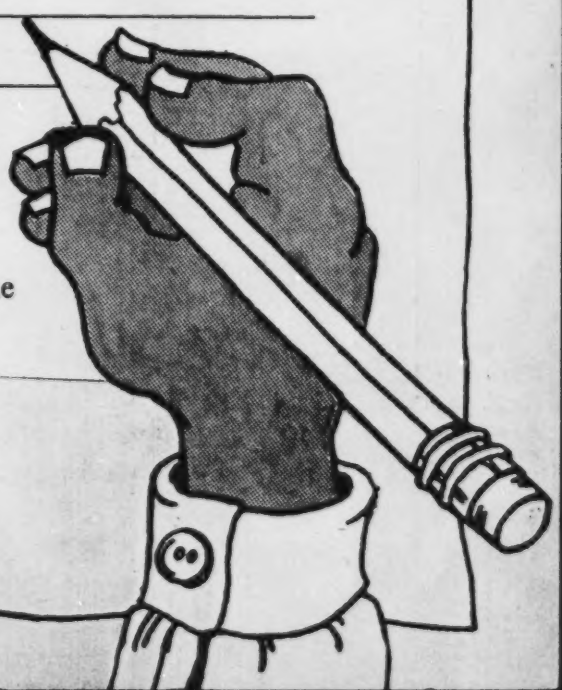
Person's Name
Address

Your Name
Address

Dear _____

Sincerely,

Your Name



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# CLUES MORE CLUES

Hopefully, you've learned a lot already about your family. Perhaps some clues have shown you where to look next.

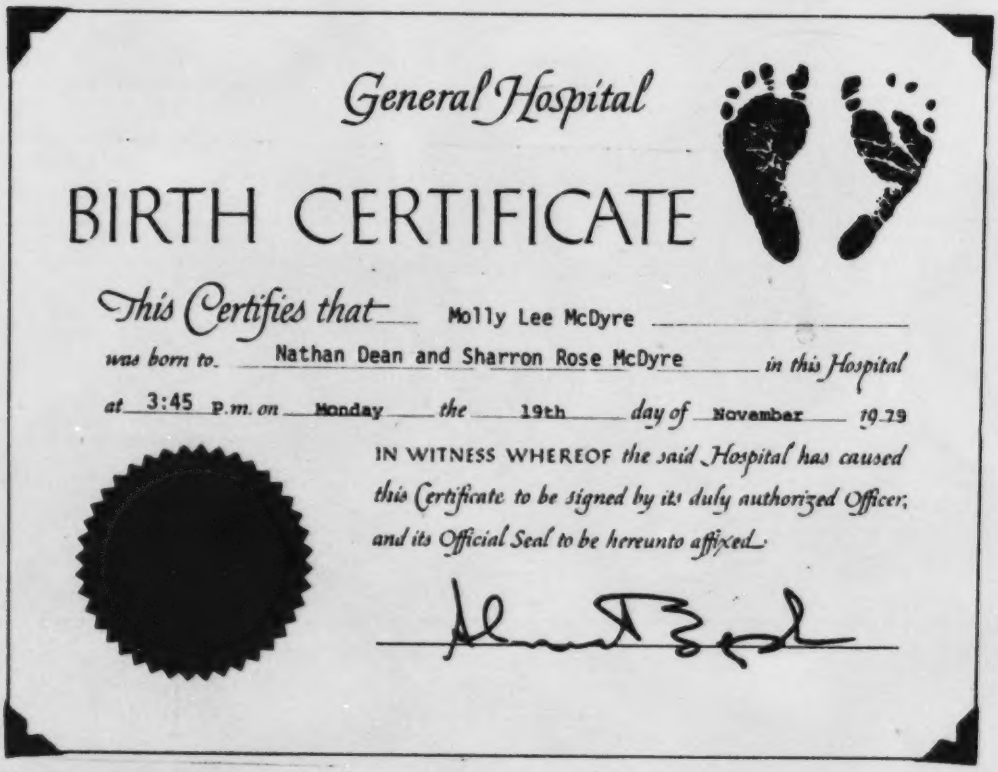
You may need to look at old state and county records which contain information on births, marriages, and deaths.

Here's how to find vital records at the STATE level.

These two guides are published by the U.S. Government. *Where to Write for Birth and Death Records* and *Where to Write for Marriage Records.* You can buy them for $.35 each from:

***Superintendent of Documents***
***Washington, D.C. 20402***

You may use the same letter form as you used to write to your distant relatives.



*General Hospital*

BIRTH CERTIFICATE

*This Certifies that* Molly Lee McDyre

*was born to* Nathan Dean and Sharron Rose McDyre *in this Hospital*

*at* 3:45 *P.m. on* Monday *the* 19th *day of* November *19*79

IN WITNESS WHEREOF *the said Hospital has caused this Certificate to be signed by its duly authorized Officer, and its Official Seal to be hereunto affixed.*

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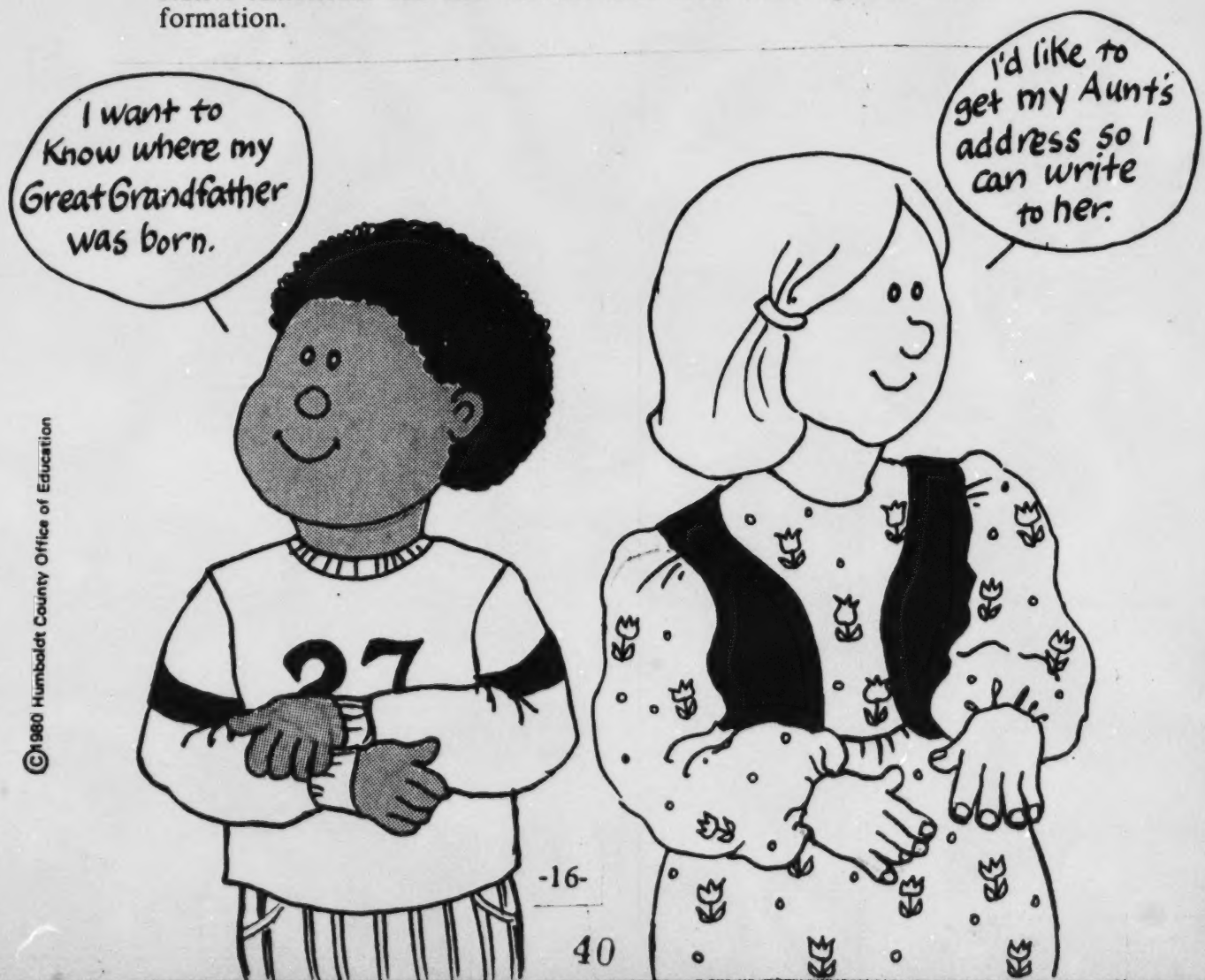
# VITAL RECORDS AT THE COUNTY LEVEL

As you go further back in time, you may need to look at COUNTY records. You can write to the county clerk in that area. Some helpful hints:

- Your letter should be very short and clearly written when asking for copies of certificates.
- State your relationship to the person about whom you're asking.
- Try and give the full name, place, and date.
- Your letter should have the name of the person about whom you are asking on a line by itself.

Native Americans can also contact their local tribal agencies for information.

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FARM LIFE 1943
CALENDAR
POST
Aug. 28
Dear Jane, 1940
It was wonderful to hear what little John was born in summer. What fun you'll have! Love-
GRS

**COUNTRY ATTIC**

## COUNTRY ATTIC

Did you know that a family history may have been kept for you? This history of the "American Family" is called the ***NATIONAL ARCHIVES***. Here is a list of some of the records in the ***NATIONAL ARCHIVES*** which may help you find your roots:

- Records of births, deaths, and marriages at U.S. Army bases.
- Census schedules -- from 1790-1900.
- Records about Native Americans who kept their tribal status.
- Land records.
- Customs passenger lists, naturalization papers.
- Lists of ships arriving at Atlantic and Gulf of Mexico ports.

*Here are the addresses to write to:*

### NATIONAL ARCHIVES BRANCHES

For each of the following, write to: Chief, Archives Branch, Federal Archives and Records Center:

| | |
|---|---|
| **ATLANTA:** | 1557 St. Joseph Ave., East Point, GA 30344 |
| **BOSTON:** | 380 Trapelo Road, Waltham, MA 02154 |
| **CHICAGO:** | 7358 South Pulaski Rd., Chicago, IL 60629 |
| **DENVER:** | Bldg. 48, Denver Federal Center, Denver, CO 80225 |
| **FORT WORTH:** | 4900 Hemphill Street (building), P.O. Box 6216 (Mailing address), Fort Worth, TX 76115 |
| **KANSAS CITY:** | 2306 E. Bannister Rd., Kansas City, MO 64131 |
| **LOS ANGELES:** | 24000 Avila Rd., Laguna Niguel, CA 92677 |
| **NEW YORK:** | Bldg. 22-MOT Bayonne, Bayonne, NJ 07002 |
| **PHILADELPHIA:** | 5000 Wissahickon Ave., Philiadephia, PA 19144 |
| **SAN FRANCISCO:** | 1000 Commodore Dr., San Bruno, CA 94066 |
| **SEATTLE:** | 6125 Sand Point Way, N.E., Seattle, WA 73105 |

*INDIAN ARCHIVES OF THE OKLAHOMA HISTORICAL SOCIETY*
*2100 North Lincoln, Oklahoma City, OK 73105*

*REFERENCE ENCYCLOPEDIA OF THE AMERICAN INDIAN*
*A. Klein of New York, 1967*

*DEPARTMENT OF THE INTERIOR, BUREAU OF INDIAN AFFAIRS*
***(ask for your Regional Depository)***
*(707) 442-8451*


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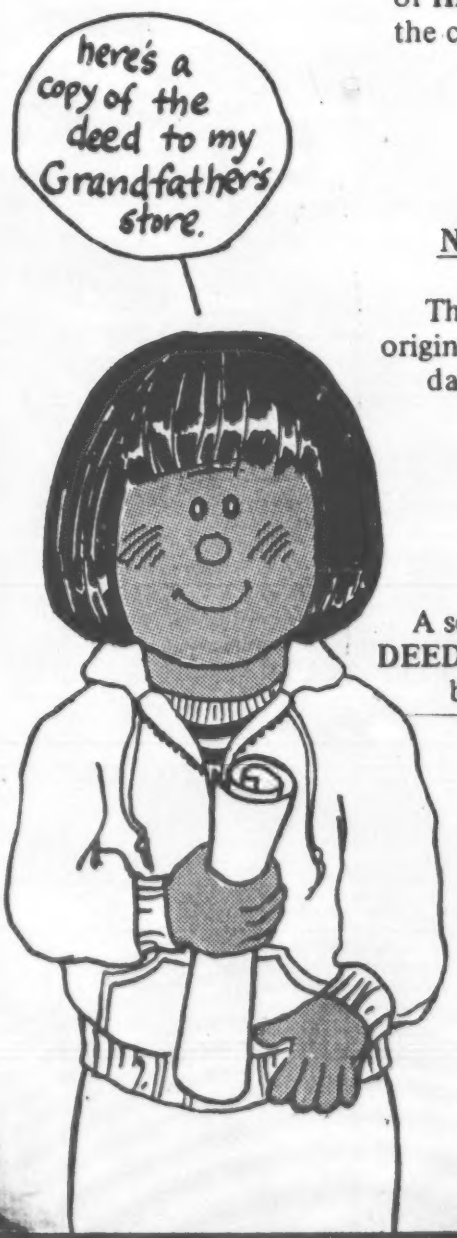
# NON-VITAL RECORDS AT THE COUNTY LEVEL

*The COUNTY may also have other records which would contain valuable clues about your family. Here are some of these records.*

## PROBATE RECORDS

These may include wills or proofs of **HEIRSHIPS.** You may need to go to the courthouse in person. Be sure to be courteous in your request.




## NATURALIZATION RECORDS

These can give valuable clues to the origin of your ancestor. They include the date of birth and **NATIONALITY.**

## LAND RECORDS

A search of land records can produce **DEEDS** which will have names, dates, and birthplaces – all valuable clues.

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# MY OWN CONTRACT ABOUT MY HERITAGE

This contract is divided into these parts:

- **People**
- **Contributions**
- **Art, Music**
- **Food**
- **Take Your Pick**

Be sure to do some activities from each part.

If your heritage is made up of many different groups, you may choose any ONE of them for any of the activities.

## CONTRACT

*This contract (when signed) is an official legal document stating what you plan to successfully complete. Carefully look at the various activities. THINK! Check* ☐ those you decide to do: Then bring this page to be signed.

*Student*

*Teacher*

*Witness*

*Date*



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# PEOPLE

☐ 1. I will learn how to play a game that children from my ethnic group enjoy playing, and I will teach it to my classmates.

☐ 2. I will interview the OLDEST member of my family.

**Questions should be thought of ahead of time and should help you find out about your cultural heritage.*

**If your family member does not live nearby, you might send a tape of your questions through the mail!*

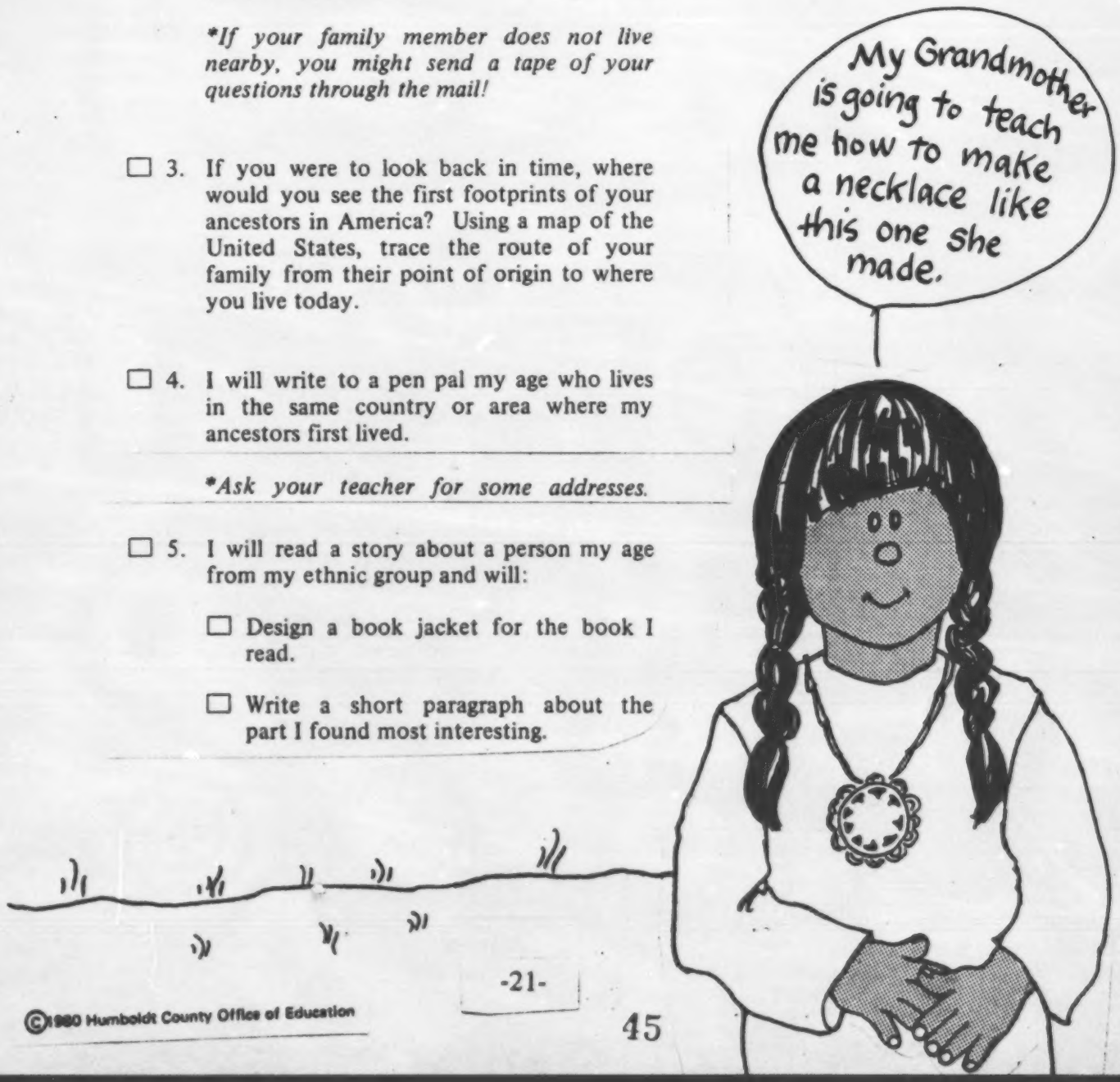
☐ 3. If you were to look back in time, where would you see the first footprints of your ancestors in America? Using a map of the United States, trace the route of your family from their point of origin to where you live today.

☐ 4. I will write to a pen pal my age who lives in the same country or area where my ancestors first lived.

**Ask your teacher for some addresses.*

☐ 5. I will read a story about a person my age from my ethnic group and will:

- ☐ Design a book jacket for the book I read.
- ☐ Write a short paragraph about the part I found most interesting.



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# CONTRIBUTIONS

☐ 6. I will read a story or book about someone from my ethnic group who has done something important and will:

- ☐ Produce a play
- ☐ Illustrate my favorite part
- ☐ Write a summary

☐ 7. I will look through my newspaper for several interesting articles about my ethnic group for the class display table and bulletin board.

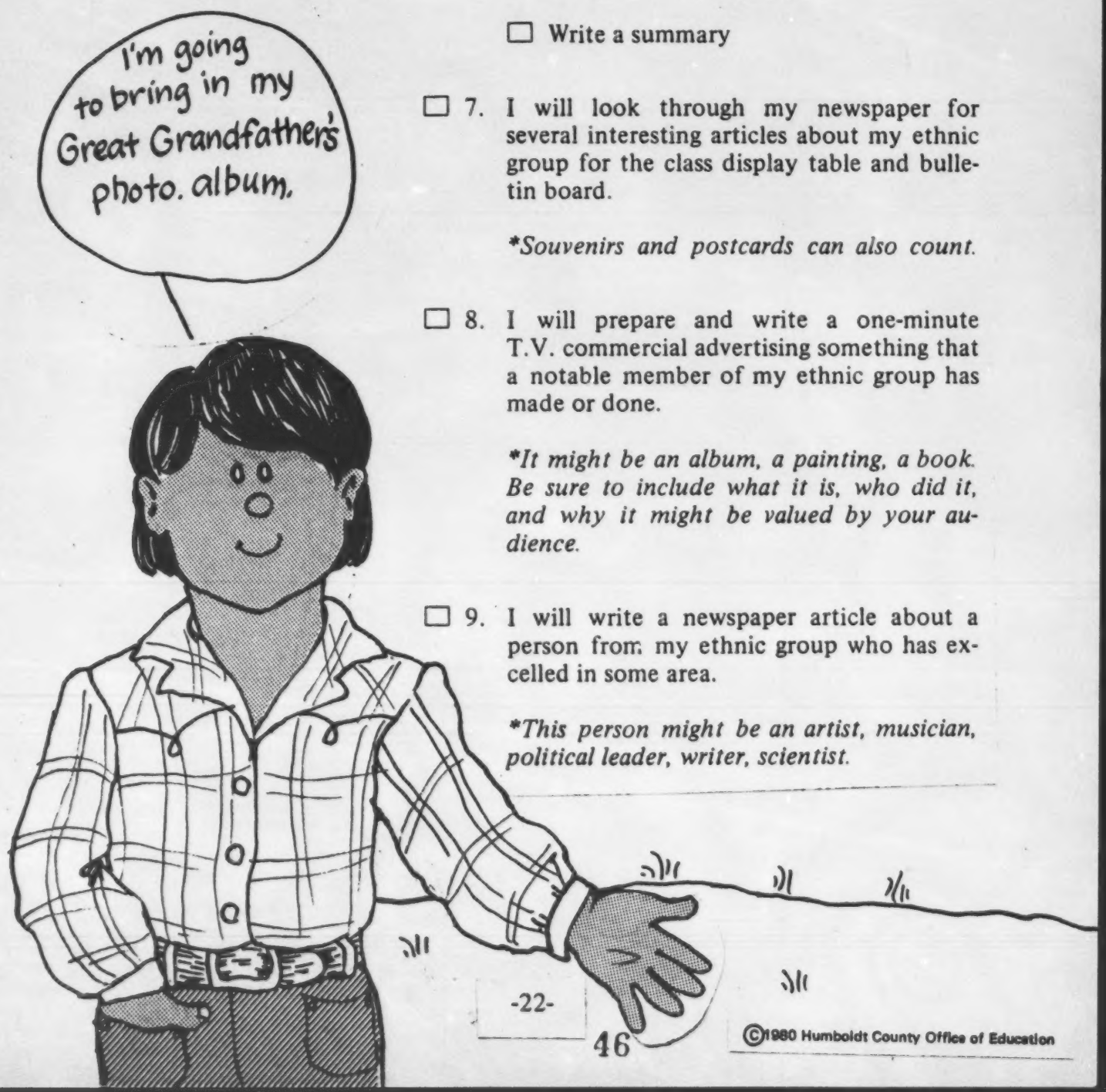
**Souvenirs and postcards can also count.*

☐ 8. I will prepare and write a one-minute T.V. commercial advertising something that a notable member of my ethnic group has made or done.

**It might be an album, a painting, a book. Be sure to include what it is, who did it, and why it might be valued by your audience.*

☐ 9. I will write a newspaper article about a person from my ethnic group who has excelled in some area.

**This person might be an artist, musician, political leader, writer, scientist.*



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# ART AND MUSIC

☐ 10. Each ethnocultural group has created its own special art forms. Do you know what yours is? Find out and then plan a special art project for your class to do.

☐ 11. I will look through the library for an album of music composed by someone from my ethnic group and will bring it to class for everyone to listen to.

☐ 12. I will play or sing a song about my ethnic group for the class.

☐ 13. I will make a picture of one of the beautiful countries or areas my ancestors came from. When I finish it, I will hang it on the classroom wall.

**You may use chalk, crayons, markers, paints.*

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# FOOD

☐ 14. I will cook one dish from my ethnic group and share it with my classmates.

☐ 15. I will collect pictures of several different foods or dishes made by my ethnic group. I will label each one with its name.

☐ 16. I will look through a cookbook of foods from my ethnic group and will make a food chart.

**Find pictures of foods that contain protein, fat, carbohydrates. Paste them on the chart.*

☐ 17. I will collect three recipes from my ethnic group that look especially yummy! I will write each recipe on a 3x5 index card to put on the bulletin board.

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# TAKE YOUR PICK

☐ 18. I will view a filmstrip about my ethnic group.

☐ 19. Look in books about a country your ancestors were born in. Find and list some historic sites and monuments.

☐ 20. Read a book about holidays and how they are celebrated by different ethnic groups. Choose a holiday and draw a picture showing how two different ethnic groups celebrate it.

☐ 21. Look up the **Bill of Rights** in the encyclopedia. Make a poster showing the ten freedoms we all should have as Americans.

☐ 22. You are a travel agent! Choose a country or area your ancestors came from and design (make) a travel brochure urging people to visit there.

**You might include a map, pictures, things to do and see – etc. Your teacher may have sample travel brochures for you to look at.*

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*Special thanks to Carolyn Risling Shaw for the use of her drawing on page 3.*

*The turtle design on page 23 came from the North American Indian Design Coloring Book by Dover Publications, Incorporated. It was painted on pottery in 1,000 A.D.*

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